study English and that if he wants to study the vernacular in such schools above the standard of the III class, he must study English also. The above restrictions may be removed and the rules in force in the lower classes in High Schools may be made applicable to Anglo-Vernacular schools. The Government of India resolution on the subject has not been correctly interpreted. It recommends the study of English side by side with the vernacular from the lowest class. The matter may be considered.

(2) Lessons in History and Geography may be imparted in English in Anglo-Vernacular schools. The reason for requiring these subjects to be taught in the vernacular is stated to be that they are not clearly comprehended in the lower classes if taught in English. There is a great advantage so far as the students' knowledge of English is concerned, if these subjects are taught in English. Further, one cannot find terms in the vernacular quite equivalent to English words. It is found in practice that a student finds it much easier to learn these subjects in English than in the vernacular.

(3) Boards of visitors may also be nominated for Anglo-Vernacular schools.

Reply of Government.—(1) and (2) Noted. (3) Not necessary.

SUBJECT No. 188.

Text-books in English for the Lower Secondary Examination.

Mr. M. Venkatakrishnaiya, Mysore City Municipality.

Summary of discussion.—While a Text-book is prescribed for the Kanarese Lower Secondary Examination for the Language Branch, none is prescribed for the corresponding branch of the English Lower Secondary Examination. At present, boys study some books and forget what they have learnt after the examination is over. As has been done in the case of the Matriculation Examination by the University of Madras, a text-book may be prescribed so that young boys may retain their early impressions in their later studies.

Reply of Government.—Will be referred to the Inspector-General of Education for opinion.

SUBJECT No. 189.

Teaching in Hobli schools.

Messrs. Sreenivasa Murti, Hassan Taluk; Lakshminarasimhachar and Dharanappa, Hassan Municipality.

Summary of discussion.—(*a*) Orders may be passed for setting some questions on "Amarakosa" in the vernacular examination papers.

(*b*) The appointment and the dismissal of committee members for Hobli schools rest at present with the Deputy Inspectors of schools who are guided in such matters by the opinions of the school teachers themselves. The members may be selected by the Amildars of taluks on the opinion of the majority of the people in the village.

Reply of Government.—(*a*) Will be referred to the I.-G. of Education for the issue of the necessary orders.

(*b*) Under the rules for the guidance of Village School Committees, the members of such committees are selected only after consulting the Amildar. No change is therefore necessary.

SUBJECT No. 190.

Educational grants to reading rooms in district headquarters.

Messrs. M. C. Rangaiengar, Venkatakrishnaiya, Hassan Ali Beg and Madappa, Mysore City Municipality.

Summary of discussion.—Educational grants may be given to reading rooms in all the head-quarters of districts.

Reply of Government.—Will be done, if funds are available, but such reading rooms should be self supporting.

SUBJECT No. 191.

(*a*) Introduction of Kuran as a compulsory subject in Primary and Secondary Schools for Mahomedans.
(*b*) That the Anglo-Hindustani School at Mysore be made a Model Institute.
(*c*) Select Committee for the reorganization of Anglo-Hindustani School at Mysore.

Mr Moulvi Dervish Peer, Anjuman-i-Himayath Islam, Mysore.

Summary of discussion.—Having regard to the unsatisfactory results of a purely secular education as imparted under the present system and to the obstinacy of the Mahomedan community in keeping aloof from and failing to take advantage of Government educational institutions, (*a*) the Kuran may be introduced as one of the compulsory subjects for Mahomedan youths in the curriculum of Primary and Secondary Schools maintained by Government, (*b*) the Anglo-Hindustani School in Mysore may be made a *Model Institute* for the education of Mahomedan youths in the Province, and (*c*) Government may be pleased to appoint a select committee consisting of representatives from the different educational associations of the Province presided over by the head of the educational department for the purpose of submitting proposals for reorganizing the Anglo-Hindustani School at Mysore.

Reply of Government.—(*a*) Orders have already been passed sanctioning the introduction of religious and moral instruction into the schools of the State.

(*b*) and (*c*). Will be referred to the Inspector-General of Education.

SUBJECT No. 192.

Education to Mahomedan girls.

Mr. Moulvi Dervish Peer, Anjuman-i-Himayath Islam, Mysore.

Summary of discussion.—As the present arrangements for imparting education to Mahomedan girls are highly unsatisfactory and disappointing owing to the purdah system, the Government may introduce *Urdu* as one of the optional subjects in the Maharani's College and influence certain students studying in the higher classes to take up *Urdu* as their optional subject by granting to some of them a few special scholarships and appoint an *Urdu* munshi on the staff. This course, if adopted, will result in procuring the services of qualified Hindu ladies to hold the positions of Superintendents, Head-mistresses and teachers in the Anglo-Hindustani Schools for Mahomedan girls in different parts of the country in general and of the State in particular and thereby eradicate the existing defects in Mahomedan female education.

Mr. Rasul Khan said that it would be better to get trained Mahomedan female teachers.